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Carrera de Lengua y Literatura Inglesa

“ANALYSIS OF THE BLENDED LEARNING AND FLIPPED CLASSROOM
METHODS IN THE EFL CLASSROOM IN ORDER TO IDENTIFY AN
EFFECTIVE LEARNING METHOD”

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RESUMEN

El propósito de este proyecto es identificar que método es el mejor entre Blended Learning and Flipped Classroom con el fin de mejorar la educación. Como se muestra, los profesores necesitan capacitación para cambiar el método tradicional de la educación mediante un método de innovación, ya que es importante contar con una educación de calidad que puede adaptarse al nuevo paradigma educativo.

El Blended Learning and Flipped Classroom son dos metodologías importantes para los profesores que los utilizan para mejorar y cambiar sus clases tradicionales basándose en los libros y en la pizarra por una clase creativa y participativa para los estudiantes.

El análisis de estas dos metodologías es para buscar un método de enseñanza donde los estudiantes pueden participar y comprender el nuevo lenguaje. Los estudiantes están en desacuerdo con el método tradicional usado por los profesores. Este trabajo trata de ayudar a los maestros a dejar de lado todo el material tradicional y encontrar mejores estrategias o métodos para mejorar el proceso de enseñanza y aprendizaje.

Palabras clave: tecnología, materiales, creatividad, innovación, comunicación.



ABSTRACT

The purpose of this project is to identify the best method (Blended Learning or Flipped Classroom) to improve the level of education for 4th grade students. As it has been shown, teachers need training to change the traditional methods of education by using innovative methods, as it is important to have high-quality education that can be adapted to new educational paradigms.

Flipped Classroom and Blended Learning are two important methodologies for teachers who use these methods to improve and change their traditional classes (which generally have used books and the blackboard) by introducing creative and participatory classes for students.

The goal in analyzing and comparing these two methodologies is to look for a teaching method in which students can participate and understand the new language. This research tries to demonstrate which of these two methodologies can be used to attract and maintain students' attention. This research aims to help teachers to leave out traditional material in favor of finding better strategies or methods to improve the teaching and learning process.

Key works: technology, materials, creative, innovation, communication.



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DEDICATORY

I want to dedicate this thesis first of all to God, since it is thanks to Him that I have completed my degree. To my daughter Samantha and my husband Andrés who were my inspiration and a significant emotional support. To my parents Paquito y Anita for giving me the necessary resources, standing by my side, and supporting me unconditionally. To my siblings for being present in my life, giving me advice and helping me during the time in which I wrote this thesis.

Paola Bermejo Campos



DEDICATORY

First of all, I want to dedicate this project to my mother, who has supported me in getting my degree and has motivated me to conclude this important stage of my life. Second I want to thank God for giving me the opportunity to achieve my dreams. Finally, to Jenny, Viviana, Johanna, Diego, thank you for sharing unforgettable moments and for your patience and love that give me the strength to do anything.

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INTRODUCTION

It is important to note that the students' learning and interests depend on the kind of teaching method employed by the teacher. These methods may include videos, movies, or presentations using the web. For this reason, this research demonstrates a short analysis to verify the advantages and disadvantages of these two teaching processes (Flipped Classroom and Blended Learning). Thereby, teachers can find a balance to put these methods to practice in an educative institution.

Technology has become more popular over time as a means of reinforcing certain ideas through action rather than simple memorization. There are many different ways to use it as a method for teachers to involve students' work into the classroom. These activities make the learning environment fun for students; for this reason, we want to perform an analysis about these two teaching processes (Blended Learning and Flipped Classroom). As we can see, Flipped Learning and Blended Classroom can be used in different ways because they each take different routes to gain students' attention and interest. Given current technological advances that have occurred in recent years, it is inevitable that change has been generated in the educational culture. Technological and sociological fields have radically modified the learning process for today's students.

We chose this topic because we want to identify an effective method to attract and utilize students' attention. For this reason, we are analyzing the way that these two methods work and how we can improve students' knowledge in an EFL classroom.



CHAPTER I

THE PROBLEM

1.1 TOPIC

“Analysis of the Blended Learning and Flipped Classroom methods in the EFL classroom in order to identify an effective learning method”

1.2 DESCRIPTION OF THE PROBLEM

This project aims to identify an effective educational method that incorporates both the Blended Learning and Flipped Classroom techniques with the goal of improving students' communication skills. Students have long been dissatisfied with the same traditional methods that have long been used by their teachers, and this dissatisfaction has inadvertently made learning another language less important and appealing for them.

Learning in formal education has undergone many changes due to the fact that our society forms an environment in which technology is our main ally as human beings. For this reason, we have chosen to focus our analysis on these two important methodologies. It is important to put into practice the best possible teaching process for the benefit of students. A survey used in several different institutions shows that the English language is difficult for students to learn, mainly



because the main methods teachers use are traditional and have therefore become boring and incapable of holding students' attention.

The advances in technology have left traditional education methods behind. Therefore, teachers need to look for other educational techniques in which students can participate to keep up with the times. This research aims to suggest appropriate activities through the usage of technology, an important tool for education due to the necessity of the communicative approach as an important skill for young people, in language learning and beyond. Nowadays, technology has created many useful materials which help learners and teachers create a better work environment. For example, using the Blended Learning or Flipped Classroom methods through technology and reading lectures may help students enjoy an EFL classroom more because students love to use technology. This educational process can help students to understand and use a foreign language by doing different, interesting activities.

As a result of the traditional method used by teachers, students feel bored, embarrassed, discouraged, and unable to sufficiently understand the language and participate in the class. For this reason, this project tries to find a better technique to allow teacher to implement communicative skills in order to engage students in fun, dynamic classes.

Technology has made children and young adults feel more involved in this globalized world through a network of communication. As we know, English is "the universal language" and it is used as an integral tool to communicate in different countries across the world. Teachers have seen the necessity of using technology



with these two teaching-learning methods (Blended Learning and the Flipped Classroom).

Nowadays, due to the great variety of methodologies that currently exist, teachers now need to find new and innovating ideas or plans to help students pay more attention and develop their various language skills. Students also receive and understand information in different ways. Some of them like to watch videos or look at pictures, while others like to listen to music or dialogues; some prefer to learn individually while others enjoy direct interaction with their classmates and teacher.

Teachers should analyze how their pupils receive and process the information and find a good learning style according to their students' needs. As we can see, this is the main problem in education: the teacher does not think about how the students are learning, because he/she is so focused on how much time and energy he/she is exerting to accomplish his/her schedule.

This project looks toward motivational strategies that will attract and maintain the interest of students in the learning process of English as a second language. Furthermore, it is necessary to motivate students using a variety of tools such as tics (multimedia videos, audios, web, etc.) to encourage them to continue learning and to maintain their interest depending on their age and language level. With the application of these two methods (Blended Learning and Flipped Classroom), we will try to guide the class toward a cooperative and communicative learning experience in which they can easily relate to others and be exposed to a variety of ideas from their student peers, including their participation.



Blended Learning and Flipped Classroom are techniques that can improve the communication skills of the students in an English classroom where technology is a basic tool. In this study, we will conduct an analysis between them in order to identify which is the best method to be used in an EFL class. These methods are applied in order to help the teacher motivate learners to participate. With the incorporation of these new theories and practices, it is possible that the teachers of this generation will eventually leave behind the classroom that is limited exclusively to the blackboard and the textbook.

Finally, this investigation shows the needs that exist in a classroom that are not efficiently guided by the teacher. This survey aims to find a way for students to participate and be a part of the class by using the new language in a real life context. This research will show the influence of the Blended Learning and Flipped Classroom approaches in English as a Foreign Language (EFL) classroom. These two methods can make the class virtual and participatory because the teacher uses technological devices to help students relate to the subject, generating multiple effects on their learning.

1.3 BACKGROUND AND JUSTIFICATION

Without a doubt, English is one of the most important languages for international communication because it is used in different countries as a medium for understanding across cultural lines. In every part of the world English is a tool used to close deals and transmit knowledge, and it is an essential factor in scientific



and technological advances. For this reason, teaching English as an additional language to children in school is essential to future progress.

Millions of people who do not have English as their native tongue study and use the language in order to communicate with foreigners. The prevalence of English on a global level has translated into an increasing educational focus on the language, which generates a huge demand for English teachers in many countries.

It is also important to study the cultures that gave origin to this language, because the roots of English and Spanish are similar.

The Blended Learning and Flipped Classroom methodologies are a way to improve English for pupils because these methodologies move at the pace of the students. Students feel more security and motivation inasmuch as they create their own ideas and develop different skills to understand the class through multimedia materials.

The use of the Flipped Classroom and Blended Learning in an institution allows students to find and use information on their own. This methodology has had very important results; for example, students learning under these models have come to class better prepared and with questions already in mind because while they are doing their homework, these students have adapted to already processing any questions they have.

This research has given us the opportunity to find out more about these two methods, and at the same time to put it in practice with students in our own city. Many teachers use these methods to some degree, but not 100% of the time; in



some cases, perhaps these educators do not know about the existence of these types of teaching-learning process in such a structured format.

The analysis of the Blended Learning and Flipped Classroom approaches shows a world in which students can find a real use for the English language. Students are involved in an environment where technology is part of the way of life in all facets of their daily life, especially for children and teenagers.

1.4 RESEARCH QUESTION

Students' daily lives now tend to include an array of distractions that lower classroom learning to a topic of lesser interest. Fortunately, some teachers have countered this tendency by implementing two methodologies: Blended Learning and Flipped Classroom.

This topic is important for two reasons: first, it aims to suggest the use of innovative new technology in the classroom to help students understand language and use it in a real context; and second, there is hope that this research can help teachers produce dynamic materials to motivate and inspire students, using the communicative approach through the use of technology.

Through his investigations, Carlson Tucker (2013), found that Blended Learning and Flipped Classroom have many benefits, which are:

- ❖ Students can move at their own pace and therefore follow their own rules, always guided by the teacher.



- ❖ The tasks help teachers to understand the students' differing educational challenges and learning styles.
- ❖ Teachers can customize and update the curriculum to fit students' needs.
- ❖ The time spent in the class is more active, fun, and effective for students.
- ❖ The technology is adapted to the education method so it is a strong tool for the teaching of the English language.

Antonio Bartolome (2004) defined Blended Learning as an instruction method in which teachers and students have their own time and space. Students get information from the teacher online, and can also learn on their own at home through the following tasks:

- ✓ Send their homework
- ✓ Download files
- ✓ Create information

Students have access to a secure environment, which gives confidence to parents and teachers because students can be controlled and supported by their parents at home and by teachers at school. A Blended Learning class is then used to reinforce the lesson or exercises given during the class.

According to Dennis Van Roekel, the literal translation of the English word "blended" means to combine or mix. Blended Learning constitutes a form of blended learning that combines traditional classroom training with new technologies. In recent years, many authors have indicated that traditional learning



is stagnant and teachers must define new methodologies to improve and activate online training. In this scenario, Blended Learning emerged as a new methodology evolved from traditional education to take advantage of all of the benefits of the technology in our modern context.

Is Blended Learning an effective method in the classroom?

The “Blended Learning” model of education utilizes the advantages of the virtual model by combining the importance of groups, learning pace, and direct contact with the teacher. This helps students develop the ability to self-organize, write cohesively, and communicate with others. This mixture of learning styles enriches the learning method, allowing for individualized training for each of the students in order to cover more learning objectives. This training method allows for different types of communication, information, and learning interaction; thus, students are forced to participate very actively to effectively follow the teaching-learning process.

In this process, the teacher takes on a role of a tutor; he or she gives the students enough material to develop their own ideas, which will eventually be discussed in the next class with facilitated support by the teacher.

CHART 1

TRADITIONAL MODEL	BLENDED MODEL
Presence	Virtual
Student-Teacher	Students' own learning
Transmission of knowledge	Development of skills
Written-oral culture	Audiovisual culture
Use of traditional material	Use of new technologies

Most teachers have been looking for different techniques to approach students' needs and thus make language learning more significant and memorable. However, this goal will not be possible if students continue to fail. Blended Learning is a way to help students related to the language. The Blended Learning method has many rules to combine throughout each English class. With this method, a teacher uses a virtual platform in which students get a username and password to gain access to the virtual class. The teacher guides students by using the different characteristics of the virtual platform, such as forums, journals, chat, quizzes, activities, and video conferencing so that they can use the language in different activities.



Blended Learning is known also as hybrid learning. In any case, both terms refer to the combined work and online modality for effective learning. The main challenge is to find the right balance between the activities carried out virtually and those done in person.

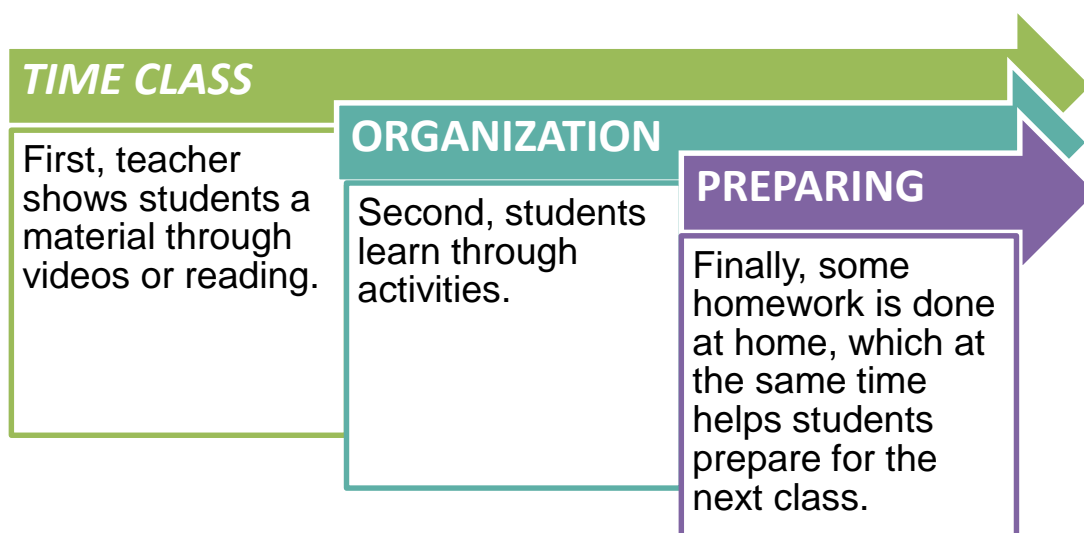
How does the Flipped Classroom approach influence students' learning?

Flipped Classroom is a pedagogical model that transfers the work of certain processes of learning that traditionally occur inside the classroom so that they occur outside of the classroom. Students use the knowledge gained during class time to facilitate and enhance other processes of learning acquisition at home so that the language learning can then be practiced in the classroom with the teacher during the following class meeting. Recently, technology has made it possible for new methodologies to be implemented by many teachers around the world. This is the innovative methodology known as "Flipped Classroom." The main idea behind this kind of teaching is to take advantage of technology in order to change the traditional class to an independent time to be used by students beyond structured class hours.

At the same time, "flipping" a class is more than the mere distribution of videos. This is a comprehensive approach that combines direct instruction with constructivist methods; students analyze the subject, which is discussed in greater depth during the class with other students. It involves students with a course's contents and improves their conceptual understanding of the material covered by

allowing them to first discover it on their own, then dig deeper into the matter as a group and with the teacher's guidance.

CHART 2



The Flipped Classroom is used to facilitate student participation in the active learning process through questions, discussions, and applied activities that promote learning exploration, articulation, and implementation of ideas.

This method of teaching helps teachers in the following ways:

- It permits teachers to dedicate more time and attention to students during class time.
- It creates an opportunity for the teacher to share information and knowledge amongst students, families, and communities.
- It gives students the possibility to re-access the best and most engaging content generated or provided by the teacher.
- It facilitates a collaborative learning environment in the classroom.



- It involves families from the beginning of the learning process because students work at home with the help of their parents.

This methodology contains traditional teaching models since it involves giving instructions online out of class and moving the homework to be carried out in class. In the traditional method, the teacher teaches the class and sends homework for the next day. In the Flipped Classroom, the teacher remains in the classroom, serving as a guide while the students work in the class with each other. To effectively benefit from this method, students must watch videos online at home in their own space, often communicating from home with other classmates and teachers through debates and discussions on-line.

During the class, the teacher reinforces some doubts and questions that students may have.

Benefits of using the Flipped Classroom:

- ✓ Eliminates the frustration that students and teachers feel as a result of spending long hours in class.
- ✓ Encourages group work.
- ✓ The assimilation process is accelerated, thanks to the resolution of inquiries outside of class time.
- ✓ Supports the value of reading at home as a study technique.
- ✓ Teachers have increased direct connection with their students, so they have a better perception of their work, personality, and educational needs.
- ✓ Increases the students' capacity for critical thinking, reflection and creativity.

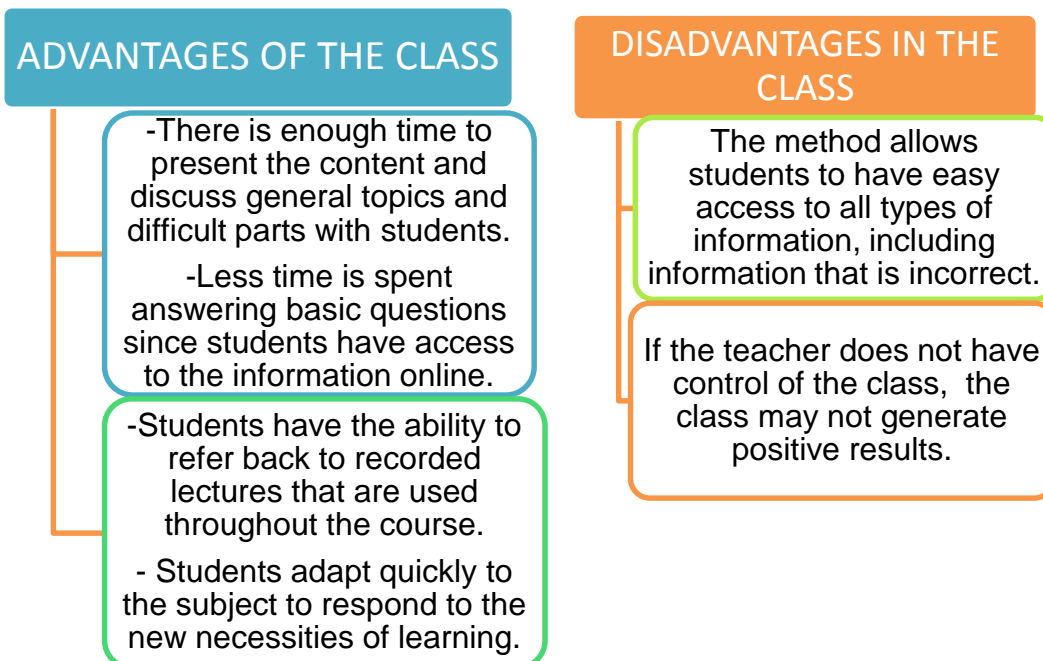


The conferences and topics given by the teacher to the pupils are recorded and the student displays them as homework. This way, class time is used in a productive way with exercises and labs that encourage teamwork.

During the class the teacher takes the role of guiding students' education and support them in solving problems in real time.

Currently, the Flipped Classroom approach is considered to be one of the best methodologies used by teachers. In this pedagogical model, students must be present in each session and the class time is mainly consumed by the teacher's presentation, so the students work on assigned activities out of class. In the Flipped Classroom approach, students are ready to discuss the topic and to begin to work in groups to reinforce the information.

CHART 3



Flipped Classroom is a special technique because the technology and learning activities are two key components of this new method; both of them influence the environment of the teaching and learning process in a fundamental way.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the Blended Learning and Flipped Classroom methods in an EFL classroom with the goal of attracting and maintaining students' attention.



1.5.2 SPECIFIC OBJECTIVES

- ❖ To suggest the use of the technology to improve communicative skills in English.
- ❖ To select appropriate materials to catch the attention and interest of students.
- ❖ To use different materials, such as videos, internet, chat rooms, video calls, etc.
- ❖ To put these methods into practice by applying them in a local institution in order to get real results from students.
- ❖ To determine the advantages and disadvantages of these two methods.
- ❖ To relate traditional education to modern education (Flipped Classroom and Blended Learning).
- ❖ To research the role of technology in these two teaching styles.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Basic information of the process of Blended Learning and Flipped

Classroom methods in the EFL classroom

Education must be dynamic, and continue moving forward without getting stuck in the past. For this reason, teachers must engage students in new and advanced methods of teaching in which students are able to participate and develop the ability to self-organize, develop written communication skills, and look for new information using the internet for the purpose of learning.

Now that the importance of the techniques of these two educational methods has been established, it is important to mention the work of some authors who explain more about this topic in order to help to strengthen the information included in this study.

The teaching and learning process through Blended Learning and Flipped Classroom favors the adaptation of different resources, such as audiovisual aids, traditional materials, and the internet. In this way, teachers and students can innovate or improve the information that is dispensed in the classroom.

In the book *Flipped Learning: Gateway to Student Engagement* by Jonathan Bergmann and Aaron Sams, the authors declare: "We believe that maybe the greatest power in flipped learning is the ability to individualize the learning for each



child. There are many different answers, because each student is different and comes to you with a different set of gifts, abilities, passions, and interests.” The authors indicate that the Flipped Classroom method can give students the opportunity to perform tasks according to the interest and abilities of each one of them because, as they say, the students are each unique and hence has his or her own way of receiving or processing the information.

It is important to emphasize that teachers currently use these methods (Flipped Classroom and Blended Learning) to track and understand the progress of each student in an EFL classroom. Teachers are taking computation courses and partaking in other important activities to adapt their classes according to the necessities of each student.

The Flipped Classroom and Blended Learning methods do not have a specific structure because teacher and students work together to progress in education. In an article written by Ramsey Musallam, Musallam explains that these two methodologies have two basic components, which are educational technology and active learning. He poses some questions to make us think about how education can be imparted to students.

What? The Flipped Classroom involves replacing homework with lectures so that students read more articles and books online to help them develop their own educational criteria.

Why? This approach allows more time for critical thinking, problem solving, and research during class.



How? This method combines video conferences and other technology to develop students' writing and speaking skills online.

2.2 Motivation for students through Blended Learning and Flipped Classroom.

Motivation is an important tool in the classroom because it encourages students to listen to the teacher's explanation and to develop the interest to ask and clarify doubts that students have in their own scholarly processes. It has countless different meanings but in the context of the teaching-learning process, motivation allows teachers to attract the interest of the students. As we know, students process the information in a different way. For this reason, teachers must work with different techniques that allow students to participate actively, to develop the activities given by the teacher and investigate constructively and significantly on their own.

To reach this goal, teachers must take into account the internal and external factors related to their students. "Internal factors" means teachers taking an interest in their students' lives with the objective of covering all their basic necessities, including security, identity, confidence, affection, love, self-esteem, etc.

Motivation is a critical component of learning, and is also a difficult aspect to cover for many teachers. It is important to get students to engage in academic activities; in this way, by getting to know their students well as people, teachers can determine how much students will learn from the activities they perform or the



information to which they will be exposed. Students who are motivated to learn use higher cognitive processes in order to learn about the topic of focus. As we can see, motivation can come about in many ways; it can be a personality characteristic or a stable long-lasting interest in something, but in either case motivation constitutes an integral part of the teaching-learning process.

It is also worth mentioning that other theories propose motivation as a way to satisfy certain needs. Some basic needs that humans must satisfy are hunger, shelter, love, and a sense of self-worth. Therefore, motivation to do something may be based on the achievement of these needs. As we can ascertain, motivation is an important way to guide a class because teachers achieve much greater results by gaining the students' attention and participation in the classroom.

Teachers should follow some rules in the classroom in order to maintain control and create a positive atmosphere. These rules include:

- Wait for the student to respond to a question before moving on or giving students the answer.
- Avoid making distinctions among students. The evaluation and results of tests and other assignments should be a private matter.
- Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with each individual.

According to Jeanne E. Ormrod, there are some specific ways to enhance motivation in the classroom:



- **Arouse interest:** It is necessary to convince students of the importance of the material that is going to be presented, to show that the knowledge to be gained will be useful.
- **Use a variety of interesting presentation modes:** The motivation to learn is enhanced by the use of interesting and diverse materials. For example, a teacher can use films, guest speakers, demonstrations, and so on, in order to help students maintain interest in a subject. All of these different materials need to be carefully planned and should all focus on the course objectives so as to complement each other.
- **Help students set their own goals:** People will work harder for goals that they have set for themselves, than for goals set by others.
- **Express clear expectations:** it is important that students know exactly what they are expected to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what students should do to complete a task, often because the students have not adequately understood the teacher's instructions.
- **Provide clear feedback:** Feedback is an incentive for students because it helps students to reinforce some ideas that were not originally clear. Feedback must be clear and specific and given close in time to the



performance. It should be informative so as to help students by giving them suggestions for future success.

2.3 Learning English Language through Blended Learning and Flipped Classroom process.

Blended Learning and Flipped Classroom are two important theories in improving education because these two techniques give teachers the opportunity to change their teaching-learning methods. By learning about these methods, teachers can use different materials and environments to develop positive relationships with students. The nature of these activities, tasks, and classroom exercises has a powerful influence on the student's motivation.

The following chart how the Blended Learning and Flipped Classroom methods work.

CHART 4

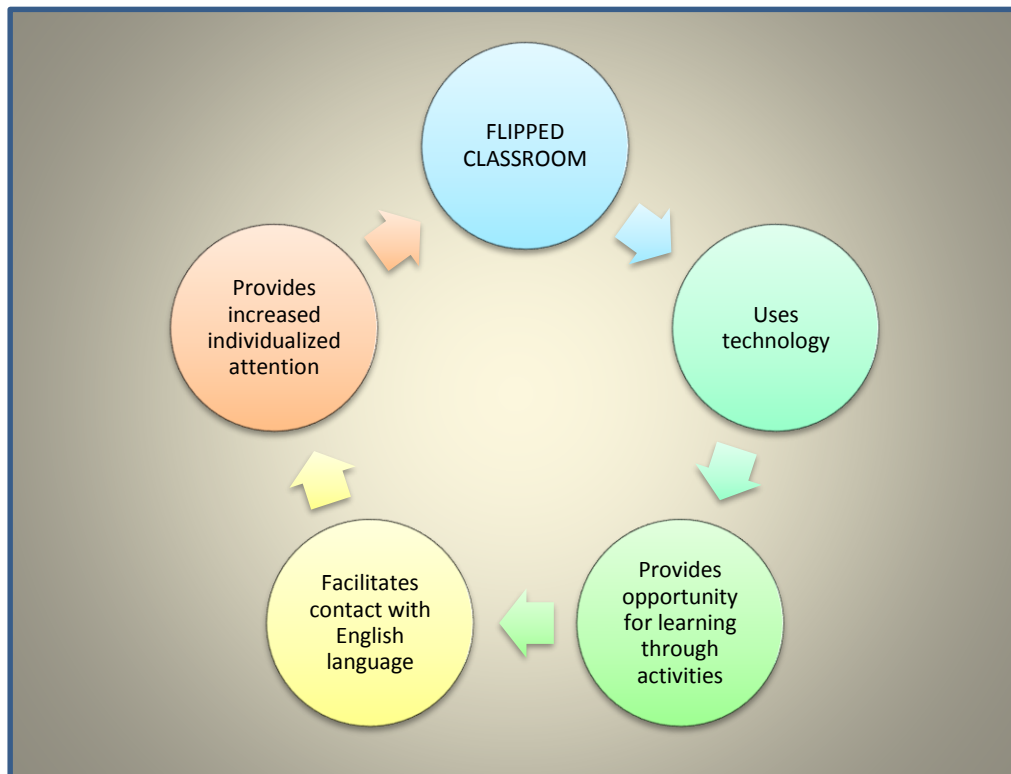
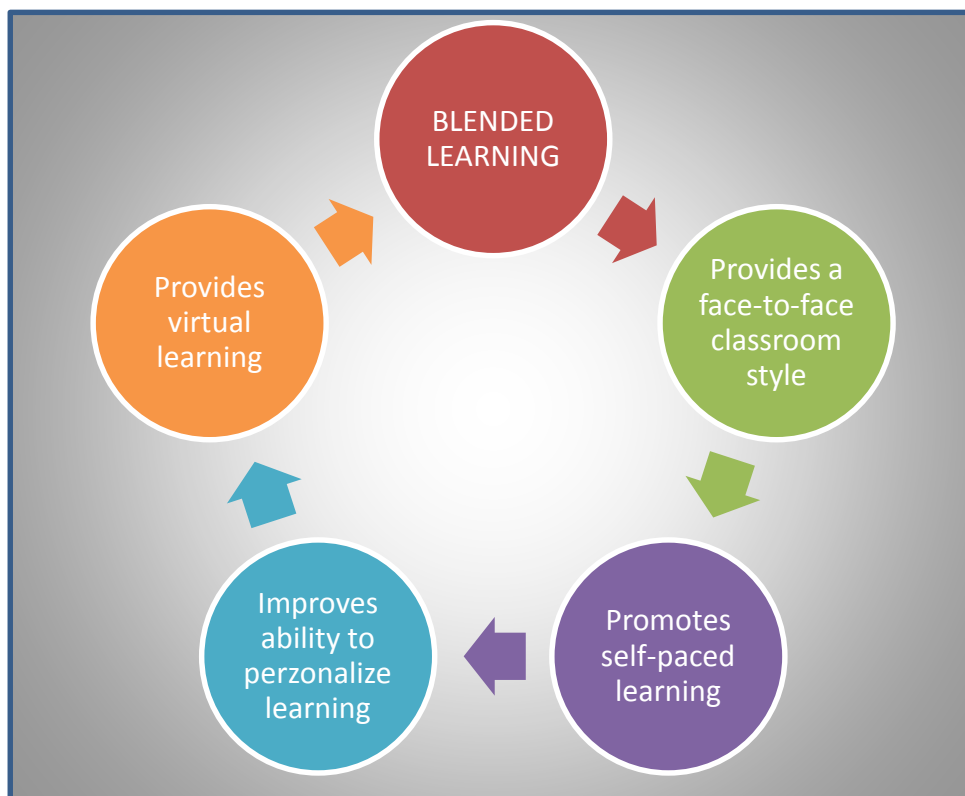


CHART 5





The evolution of educational technology has included the adoption of the Blended Learning and Flipped Classroom methods in order to bring more educational resources for students.

Noels (2001) states that “the teacher’s perception to provide feedback on how to improve competition in a positive way is associated with increased motivation.” It is important to analyze any problems that exist between the teacher and student because often the teacher and pupils do not have solid, effective communication and there the class becomes mechanical and dull. It is important to analyze the use of these educational techniques to improve communication and relationships between teachers and students. To achieve the desired result of genuine learning, the teacher should carry out teaching interventions and activities that are compatible with the methods proven to best support students in learning the English language or any other subject.

After the implementation of technology in education, many theories related to the use of multimedia material began to appear. One of these theories is Richard E. Mayer’s “Cognitive Theory of Multimedia Learning.” Mayer proves that there are two main channels of communication in learning: auditory and visual. These modes of communication allow people to connect new data old data. Furthermore, Mayer declares that students obtain and retain information most easily when they have real and constant contact with it. One case study that demonstrates Mayer’s



theory is highlighted in the article “Supporting visual and verbal learning preferences in a second-language multimedia learning environment.” In this article, the author shows that students comprehend a story better when they have had the opportunity to receive their preferred mode of annotation. Results are consistent with a generative theory of multimedia learning that assumes that learners actively select relevant verbal and visual information, organize it into coherent mental representations, and integrate these newly constructed visual and verbal representations with one another.

In conclusion, a teaching and learning process through these two kinds of methods integrates traditional education with virtual modality. This kind of mixed education allows teachers and students to get to know new modalities of teaching and learning in which the interaction and work group are critical factors of success in the educative process.



CHAPTER III

Methodology

3.1 Methodology

The important methods for this research will be qualitative and quantitative. This study is defined as qualitative because it will be analyzed through the investigated information from different resources. The research is also considered quantitative because it will be applied in an institution to compare the surveys created for students and teachers in order to demonstrate the effectiveness of the Blended and Flipped Classroom methods. This small scientific study shows the importance of having good materials and tools to suggest some changes in education. This research will be carried out according to the following steps:

- Study technology in education.
- Create new materials and tools to develop with students to help them improve their interest in learning EFL.
- Develop strategies that help teachers to use the activities positively.
- Look for different environments in which students can share their experiences.
- Create surveys for students.
- Elaborate questions for teachers.
- Analyze the surveys to ascertain the level of knowledge gained by students.

3.2 Type or research



This research is considered descriptive because it will involve a deep investigation of the educative problem that limits students' understanding. With this investigation, teachers will receive guidance and suggestions to help them to choose the best teaching-learning method.

3.3 Population and Samples

This project will take place at Herlinda Toral High School. Students from the 11th grade will be part of our survey research.

INSTITUTION: Herlinda Toral High School

LEVEL: 11TH grade

TOTAL POPULATION: The survey will be applied in each classroom for the 45 student participants. At the same time, an interview for teachers will be administered in order to ascertain the learning level of the students and the most common teaching methods used by the teachers.

For this research, it is important to emphasize that the institution of focus, "Herlinda Toral High School," has the basic materials we can expect to find in urban Ecuadorian public high schools, such as computer labs, Internet, and the necessary tools that facilitate the use of the technology, for example electricity.

The students surveyed belong to the basic level of the morning section. They are native speakers of Spanish and all have English class around three or four hours per week. Their ages are between fourteen and fifteen years old.



3.4 DATA COLLECTION

This project takes place in Herlinda Toral High School. Permission was asked of the principal of the institution in order to apply the survey to the students and to speak with the teachers in order to learn about their teaching methods.

This study contains information about the techniques that English teachers use and whether or not the students truly understand the class and content analysis. In this study, these two methods are used as new techniques to control the class and to attract maintain students' attention.

For this reason, this study contains a content analysis to demonstrate the frequency with which these techniques are used in the classroom. With these results, this project aims to find the most effective method for modern EFL education.

As we can see, many authors have already studied the importance of the use of technology in education. The objective of this work is to extend the techniques that the teachers currently use in order to achieve a more dynamic and effective teaching environment.



CHAPTER IV

4.1 Results – Analysis and Interpretation

After the survey and the interviews were completed in Herlinda Toral High School, the results of each student and teacher were obtained. These results show the need to change some methods of the teaching-learning process; students do not like the teacher's methodology and offer options that they want to explore in class with the teacher in order to better understand the class.

4.2 Results

STUDENTS' SURVEY

QUESTION 1

1. Do you like English?

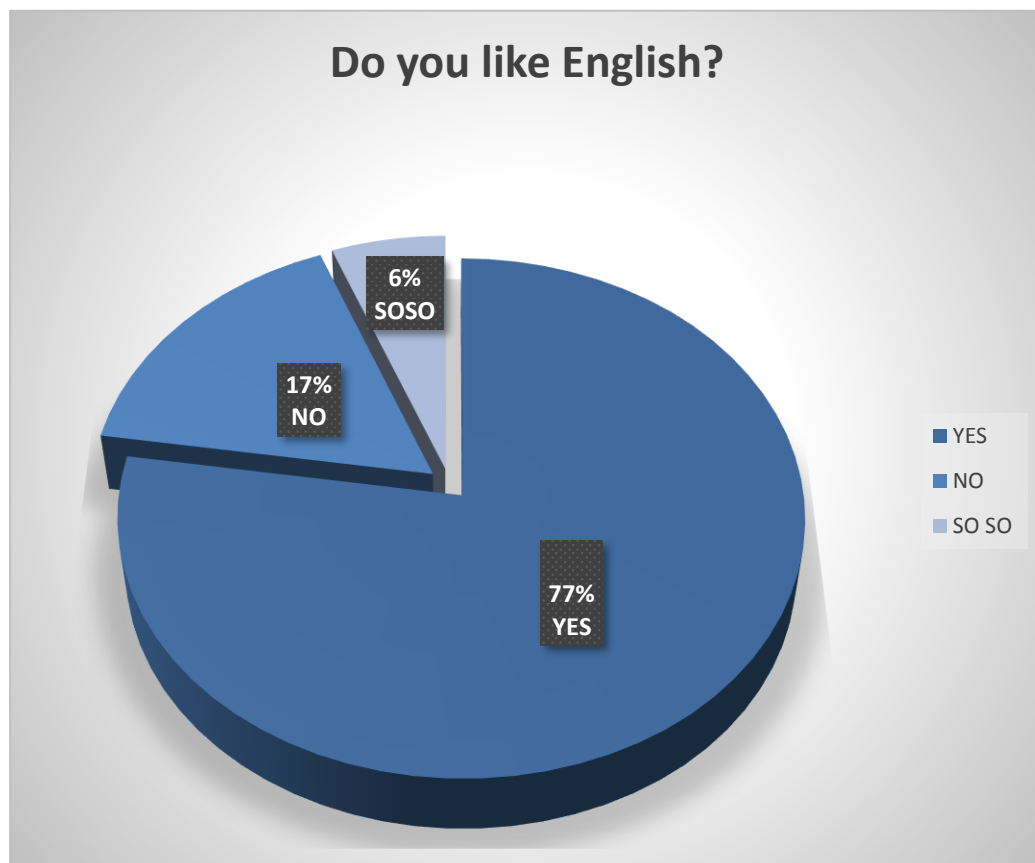
Chart 1 Student survey

Indicators	Frequency	Percentage
YES	79	77%
NO	17	17%
SO SO	6	6%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 1 – Student survey



Analysis & Interpretation: As this chart shows, 77% of students surveyed say that they like English, 17% answered that they do not like English, and 6% said that they feel indifferent towards English. Most students like English because they identified English as a means to communicate with people of around the world.

QUESTION 2

2. Do you think that classes are interactive?

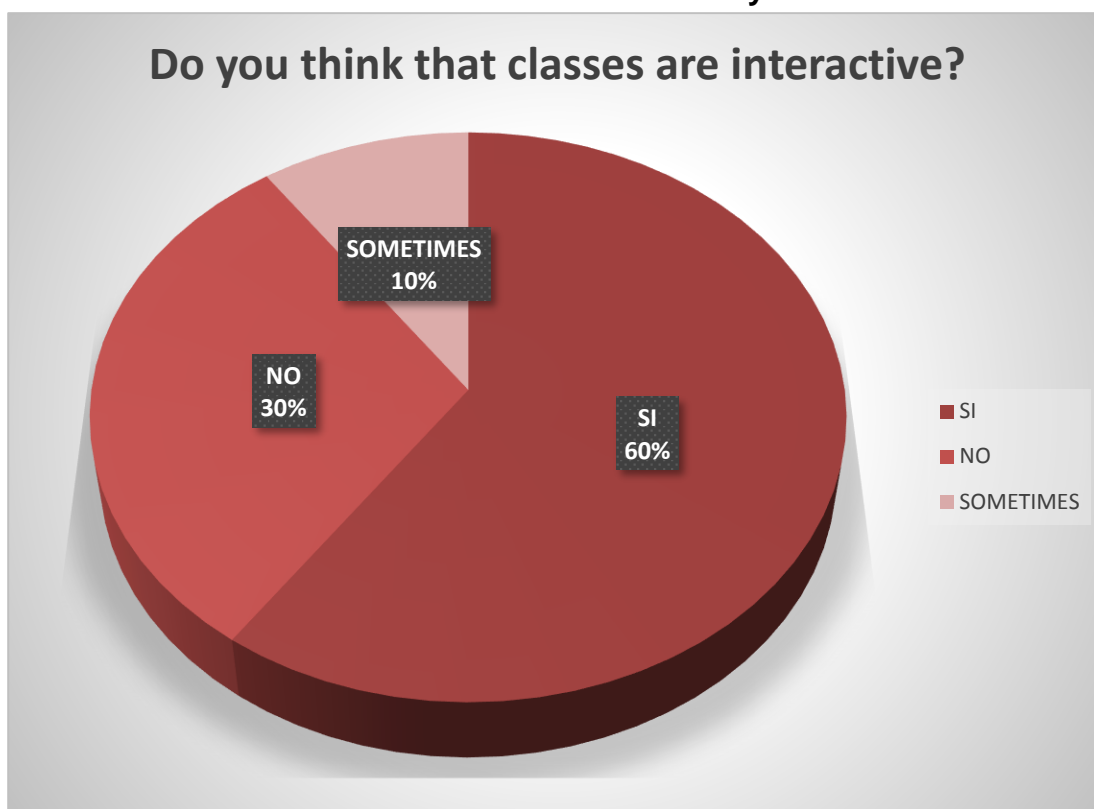
Chart 2 Student survey

Indicators	Frequency	Percentage
YES	61	60%
NO	31	30%
SOMETIMES	10	10%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade,
Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 2 – Student survey



Analysis & Interpretation. We can see that 60% of the students agree that classes are interactive. However, we also see that 30% said that they are not interactive and a 10% say that the classes are interactive only sometimes. It is important to mention that the majority of the students said that the class is interactive because the teacher uses multimedia material and didactic games that arouse their interest as students.

QUESTION 3

3. Do you think that the activities carried out for your learning are appropriate?

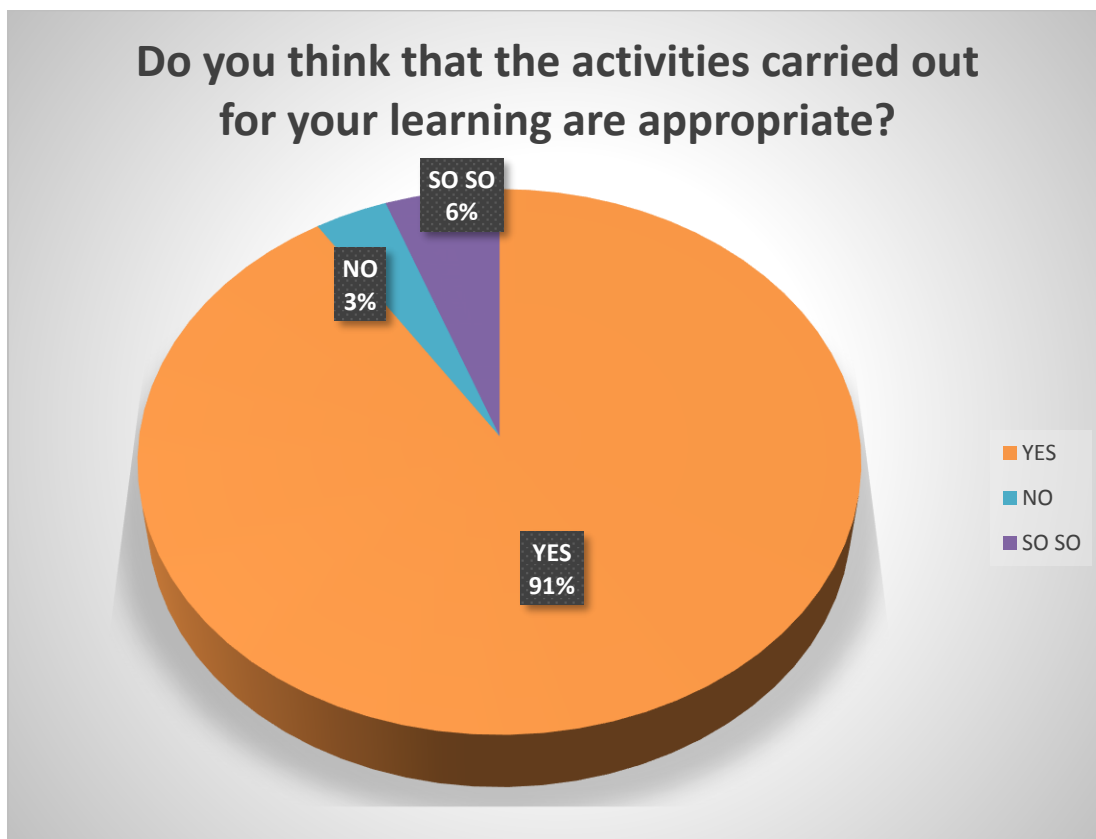
Chart 3 Student survey

Indicators	Frequency	Percentage
YES	81	91%
NO	16	3%
SO SO	5	6%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila I. – Paola Bermejo C.

FIGURE 3 – Student survey



Analysis & Interpretation. In this chart it we can see that a strong 91% of students agree that the activities carried out for their learning are appropriate; these students said that the activities performed by the teacher help them develop their vocabulary, stay concentrated on the subject matter, and feeling entertained and engaged. 6% of the students answered that they are indifferent toward the learning activities and 3% said that the activities were not appropriate.

QUESTION 4

4. What activity would you like to do more in class? speaking / listening / reading / writing

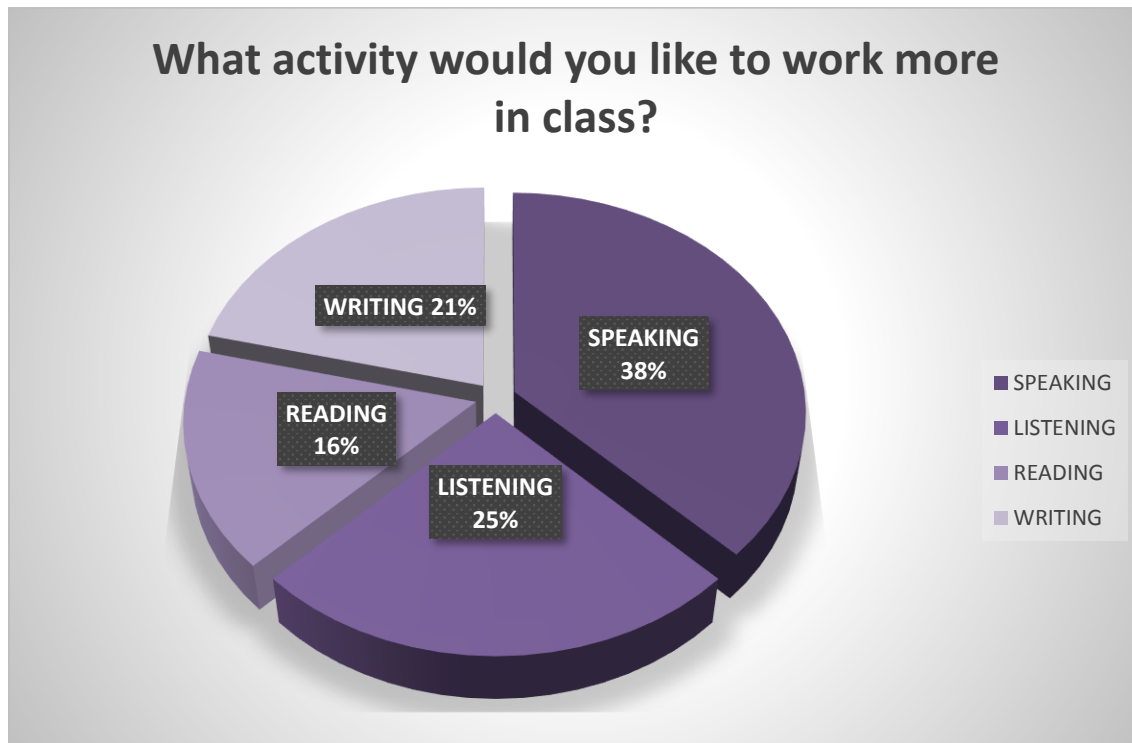
Chart 4 Student survey

Indicators	Frequency	Percentage
Speaking	83	38%
Listening	56	25%
Reading	36	16%
Writing	47	21%
TOTAL	222	100%

Source: Survey applied to the students of 11th grade,
Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 4 – Student survey



Analysis & Interpretation. In this chart it is necessary to emphasize that the majority of students answered that they would like to learn English through technology. 38% chose speaking as their preferred method, 25% said listening, 21% said writing, and 16% said reading. Students said that they would like to watch videos and listen to music in order to improve their vocabulary in English.

QUESTION 5

5. Are you satisfied with the material that you receive in the class?

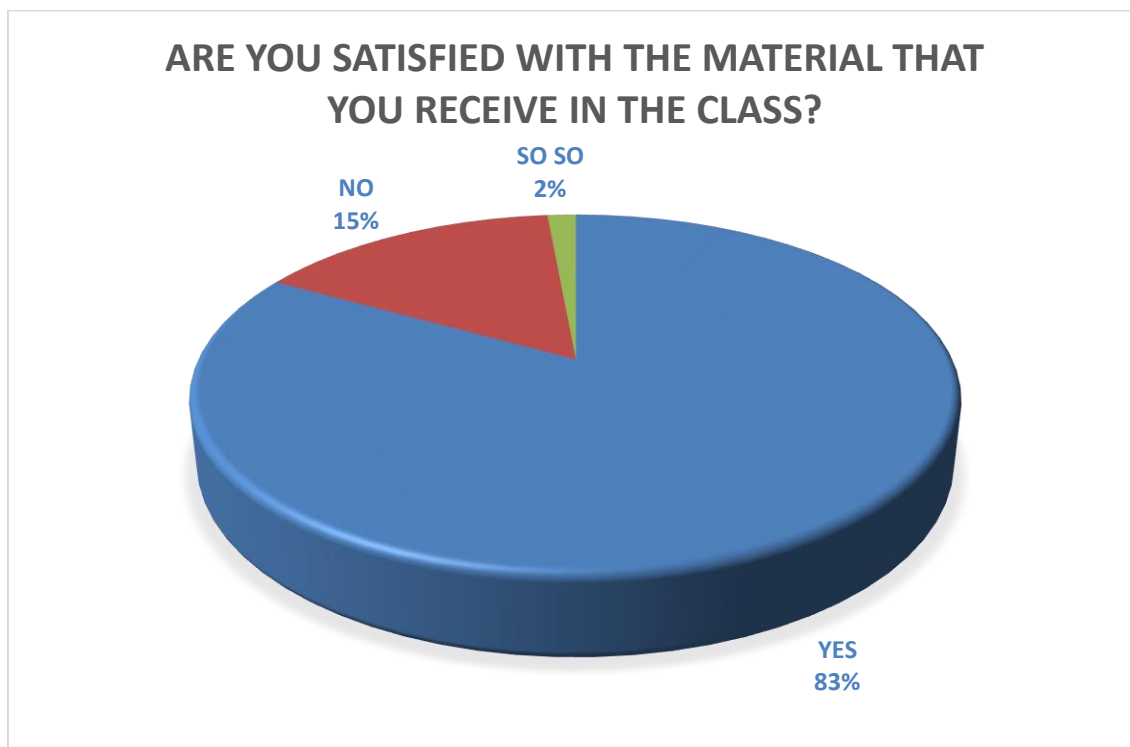
Chart 5 Student survey

Indicators	Frequency	Percentage
YES	81	83%
NO	15	15%
SOSO	6	2%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 5 – Student survey



Analysis & Interpretation. This figure shows that a great majority of the students are satisfied with the material given by the teacher since the teacher uses a variety of didactic materials and technology to teach English.

QUESTION 6

6. Do you like the English book that your teacher uses for your learning?

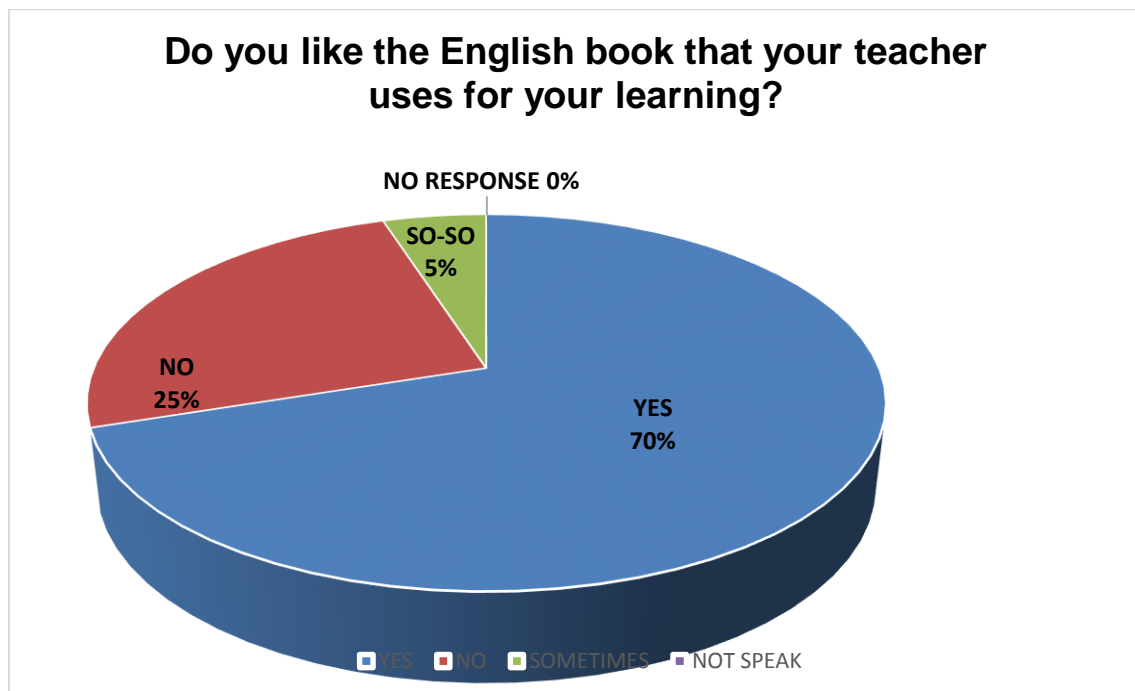
Chart 6 Student survey

Indicators	Frequency	Percentage
YES	70	70%
NO	25	25%
SOMETIMES	5	5%
NO RESPONSE	2	0%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 6 – Student survey



Analysis and Interpretation. This table shows that 70% of students agree with the use of the book because it is a way for them to understand grammar rules and vocabulary for communication. On the other hand, 25% do not agree with the content of the book because they find it boring, and 5% agree with the use of the book only somewhat. Finally, a few students are indifferent about it.

QUESTION 7

7. Do you practice English at home?

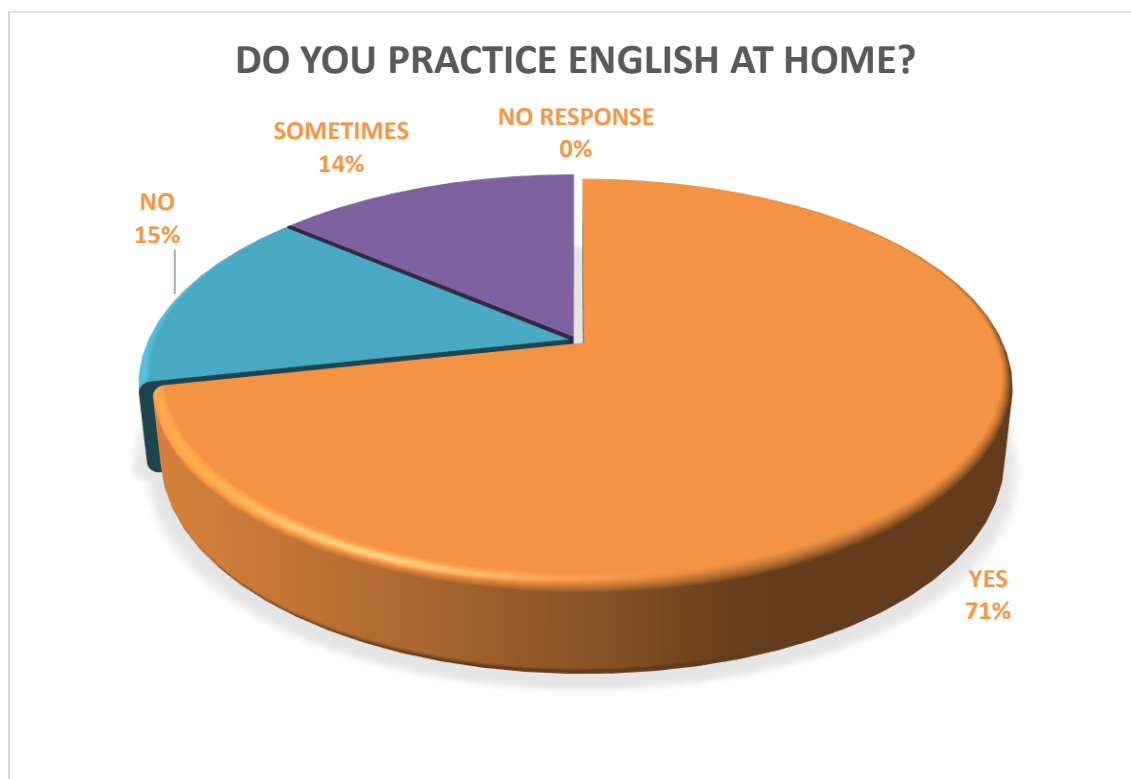
Chart 7 Student survey

Indicators	Frequency	Percentage
YES	73	71%
NO	15	15%
SOMETIMES	14	14%
NO RESPONSE	0	0%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 7 – Student survey





Analysis and Interpretation: The value of being able to practice English at home using the internet, music, books, etc. is powerfully supported by 71% of the students. Meanwhile, 15% do not practice the new language at home, while the other 14% infrequently find practical applications for the English that they learn in class.

QUESTION 8

8. Do you think that the amount of hours that you receive English class a week is sufficient for your learning?

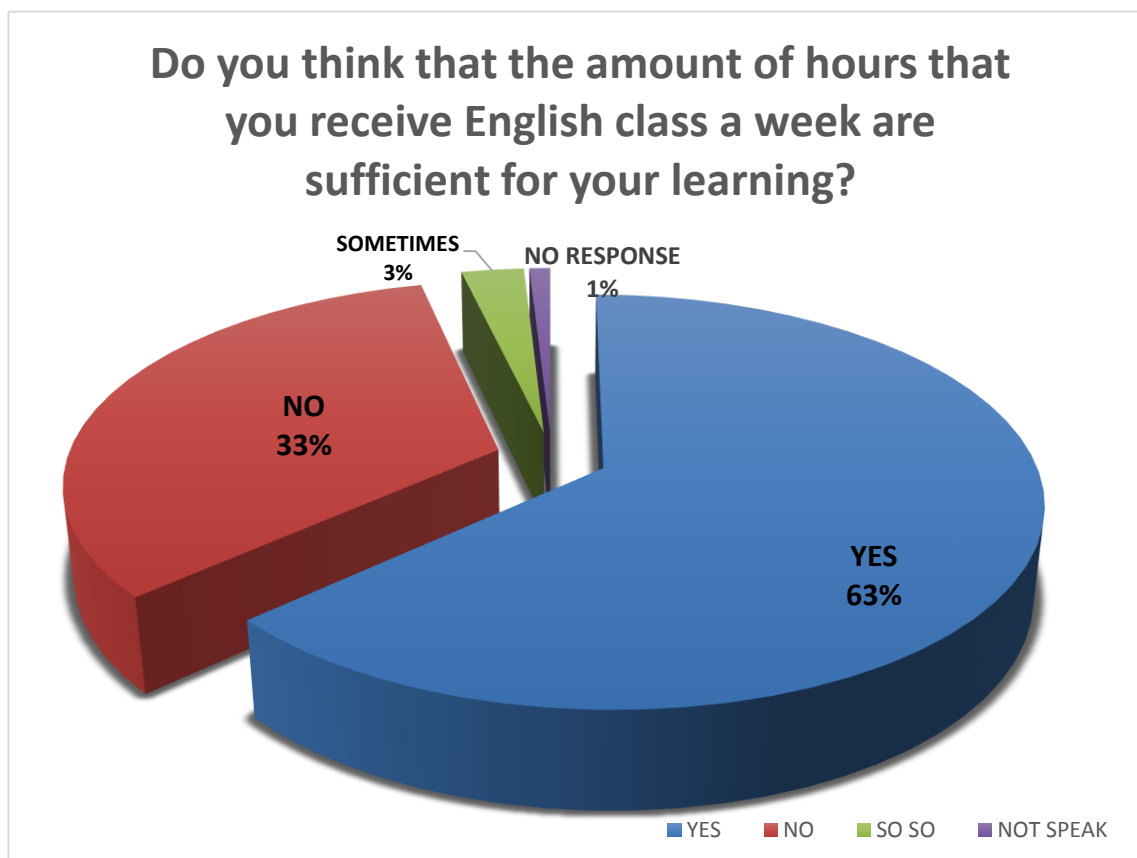
Chart 8 Student survey

Indicators	Frequency	Percentage
YES	69	63%
NO	36	33%
SOMETIMES	3	3%
NO RESPONSE	1	1%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade,
Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 8 – Student survey



Analysis and Interpretation: This question gives students the opportunity to express their ideas about the number of class hours that they have per week. As we can see, many of them think that the hours of class they receive are sufficient because many of them take an English course in the afternoon to practice and improve their English. On the other hand, other students do not agree because they say that they cannot adequately understand the teacher, which does not give them the opportunity to review the last class.

QUESTION 9

9. Would you like to explore new methods of learning with your teacher?

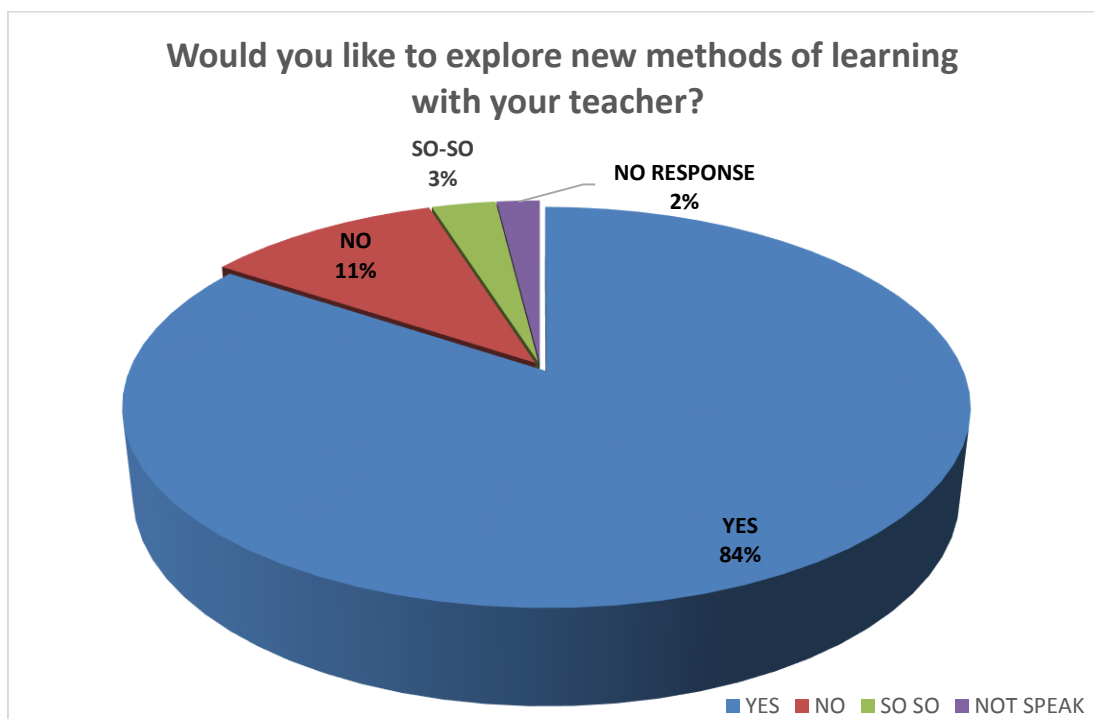
Chart 9 Student survey

Indicators	Frequency	Percentage
YES	86	84%
NO	11	11%
SO-SO	3	3%
NO RESPONSE	2	2%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 9 – Student survey





Analysis and Interpretation: In their answers to this question, students indicate that they want to change the traditional, book-based teaching method. They think that education is more interactive when taught using different materials and environments. Students give many options for teaching a class, for example the use of a web page in which they can share different ideas about the topics covered in class

QUESTION 10

10. What kind of activities would you like to be applied for your learning?

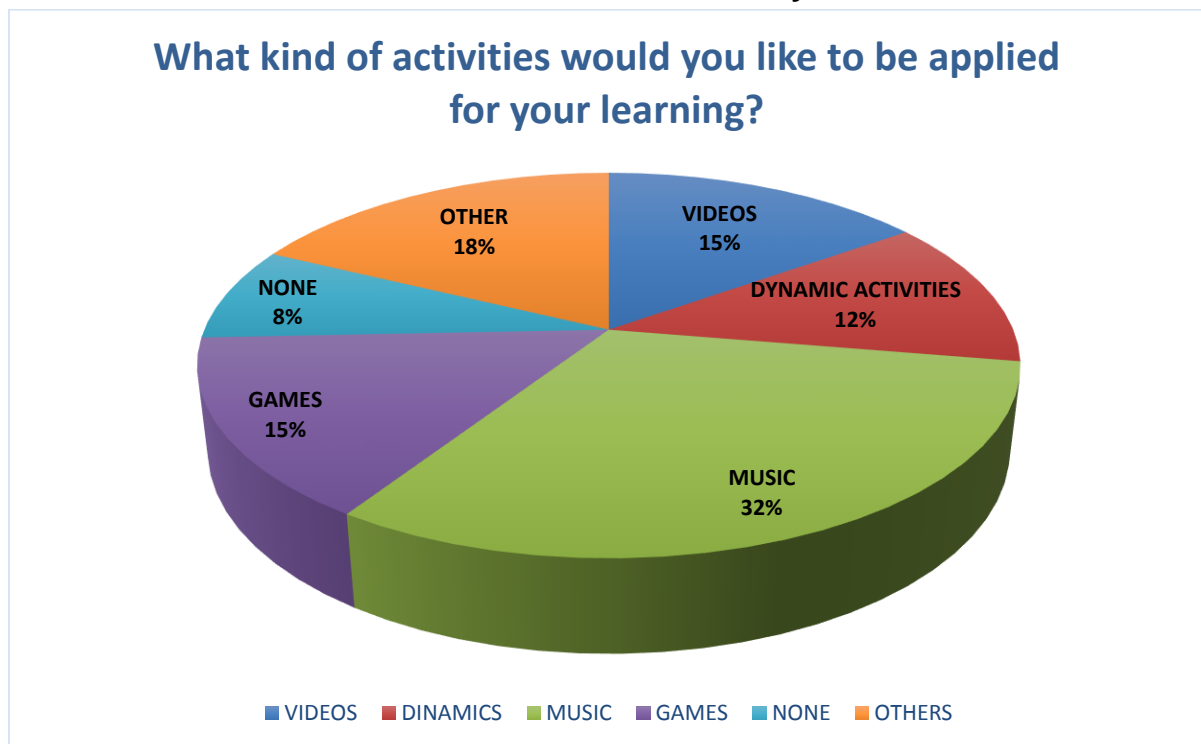
Chart 10 Student survey

Indicators	Frequency	Percentage
Videos	23	15%
Dynamics	19	12%
Music	48	32%
Games	23	15%
None	12	8%
Others	27	18%
TOTAL	152	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 10 – Student survey



Analysis and Interpretation. This figure shows that 15% of students like to use videos. Videos can be a good option to use a class because students can listen to and watch them by themselves to get important information. On the other hand, students want to practice English through music in order to relax and feel confident with the teacher, which gives the teacher the opportunity to control the class, leaving out the traditional book-based method.

QUESTION 11

1. Have you ever used technology to learn English?

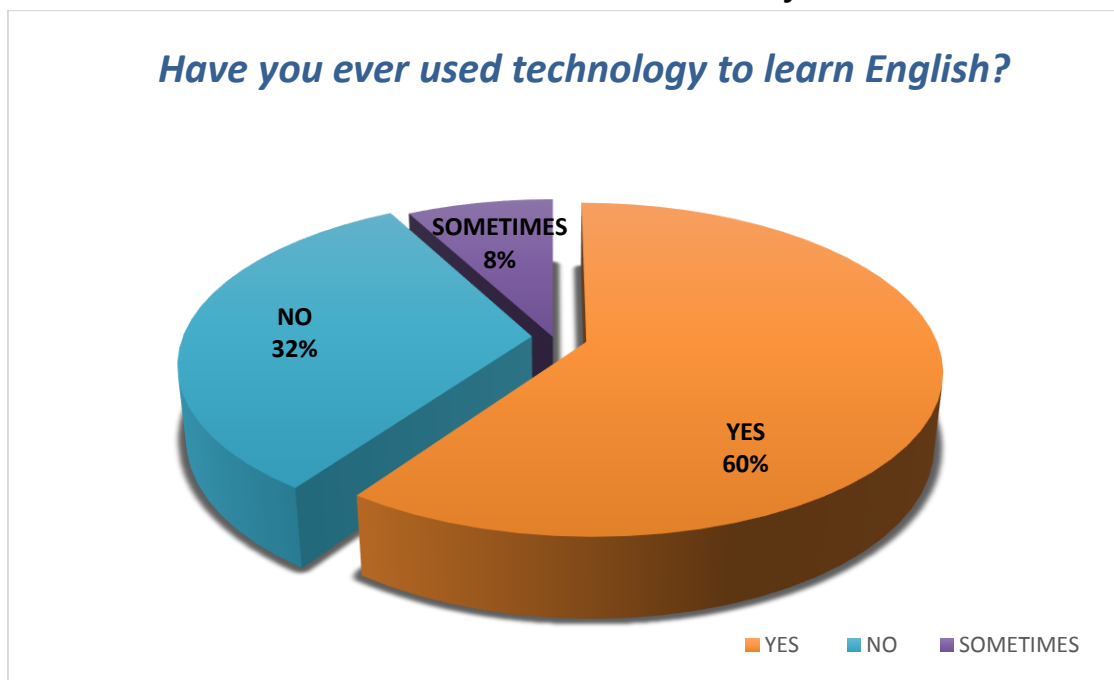
Chart 11 Student survey

Indicators	Frequency	Percentage
YES	61	60%
NO	33	32%
SOMETIMES	8	8%
TOTAL	102	100%

Source: Survey applied to the students of 11th grade, Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 11 – Student survey



Analysis and Interpretation. The students surveyed use some type of website to investigate and gain contact with technology. Sixty percent of students use technology as a resource to understand class material when the explanation given by the teacher was not sufficiently clear. On the other hand, 32% do not use

technology to develop their knowledge. Finally, 8% of students sometimes use it because they think that English classes are not very interesting.

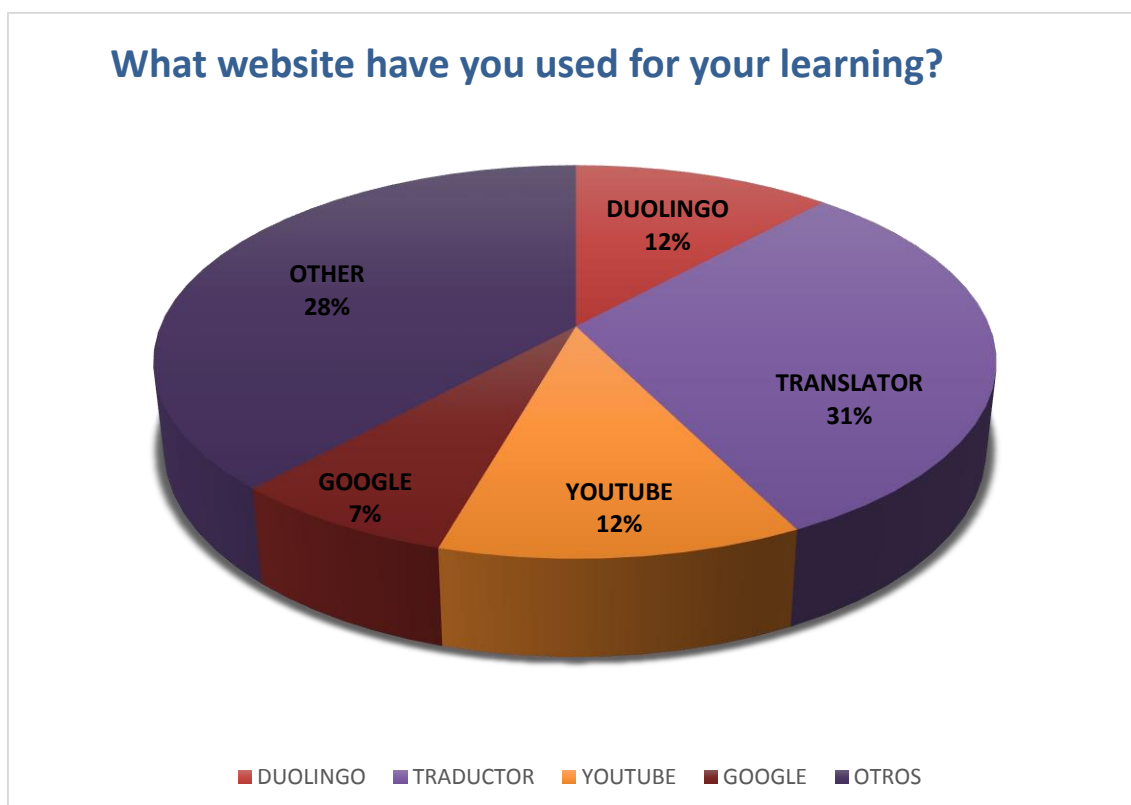
¿Which websites have you used for your learning?

<i>Indicators</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Duolingo</i>	<i>8</i>	<i>12%</i>
<i>Translator</i>	<i>21</i>	<i>31%</i>
<i>Youtube</i>	<i>8</i>	<i>12%</i>
<i>Google</i>	<i>5</i>	<i>7%</i>
<i>Other</i>	<i>26</i>	<i>38%</i>
<i>TOTAL</i>	<i>68</i>	<i>100%</i>

Source: Survey applied to the students of 11th grade,
Unidad Educativa “Herlinda Toral”

By: Mayra Avila Iñiguez – Paola Bermejo Campos

FIGURE 12 –Student survey





Analysis and Interpretation. This questions refers to the websites that students use most often to do homework or to practice English. 31% of the students use the translator as a tool to learn vocabulary, while 38% percent use a variety of other websites to develop their English learning. This is an important question because it shows that students like to work using technology in the real world.

4.3 Analysis of the teachers' interview

In the following analysis, the results indicated the importance of implementing new tools to develop students' learning. The teachers have some difficulties at the moment transmitting their knowledge to their students because some institutions do not have the necessary materials to explore new methodologies. In the interview administered to the teachers of Herlinda Toral High School, the teachers discuss the necessities of the high school while talking about their experiences as teachers.

4.3.1 Results of the interview

1. Do you think it is important to use tics for the students' learning?

Teacher n1:

The teacher says that it is very important use the tics because this tool helps them to interact better in the class.

Teacher n2



In this question, the teacher states that it is very important to use tics to practice more dialects in the target language.

Teacher n3

This teacher says that tics are important when the teacher has had the adequate training, time, and structure.

2. The level of technology in your institution is: high, medium, or low.

Teacher n1

Teacher 1 says that the institution has a low-to-medium-level of technology because, in some cases, the computerized equipment is damaged or incomplete.

Teacher n2

This teacher states that the level of technology is medium since it does not include an English laboratory.

Teacher n3

This teacher says that the level of technology is medium because the infrastructure is not adequate for students and it is not within everyone's reach economically. Many times the equipment is damaged.

3. From your own experience: Do you believe that technology provides for a better academic performance?

Teacher n1



Teacher 1 says that technology is a great tool for teachers and students.

Teacher n2

Teacher 2 states that it is not necessary to use technology at all because when there is a course with an excess of students, it is difficult to work and control the class with the addition of technology.

Teacher n3

Teacher 3 notes that the use of technology in the classroom relative and depends on the specific use, the purposes, and the opportunities a class realistically will have to access technology. This teacher believes that technology is not currently within the reach of all teachers and students.

4. Do you believe that the teachers of the educative institution have a good capacity with the use of the tics?

Teacher n1

Teacher 1 says that the teachers of the English area are currently taking different courses to improve their knowledge because they are now working with a distinctive generation that now has the capacity to develop any activity.

Teacher n2

On the other hand, this teacher answered that he/she is not 100% trained to work with technology; she states that teachers always need to be prepared because technology is constantly advancing.



Teacher n3

This time, the teachers are always learning more in order to gain enough knowledge to guide the students' education.

5. Do you think that it is important to send material to the students to prepare them for the next class?

Teacher n1

According to this teacher, it is important to send material to the students to reinforce their knowledge and so that they can share the information they find with the rest of the class.

Teacher n2

This teacher states that sending homework is a good way for the students to practice the subject more. This way, they can relate with the material for the next class.

Teacher n3

Teacher 3 states that yes, of course students have to improve their knowledge and when they have to do their tasks or homework, they can better prepare their work. Therefore, when the teacher sends students to investigate, the personal contribution of each student is very important to the learning of the entire class.

6. When the material is sent home as homework: Do you think that the student is prepared enough to present his or her work?



Teacher n1

This teacher thinks that it is better to develop the activities during the class rather than at home because the students tend to copy.

Teacher n2

Teacher 2 says that it depends on the student because there are students that are dedicated to their studies and also there are students that like to copy their classmates.

Teacher n3

This teacher points out that some of the students like to learn but there are other students that definitively do not like to study.

In conclusion, the questions show that teachers cannot always improve the materials for their classes because in some cases the tools are damaged or are impossible to use. Therefore, another option for teachers is to try to improve their knowledge taking advanced courses.

The Blended Learning and Flipped Classroom methods are improving the education methods because they give teachers the opportunity to work using different tools. Since the schools are equipped with various audio and visual materials like cassette records, videos, computers, projectors, and many other tools, teachers can use these materials for teaching. For this reason, it is important that they include the appropriate elements while planning their lessons.



CHAPTER V

5.1 Summary of the results. Blended Learning and Flipped Classroom

Nowadays, technology is being analyzed in many ways to determine the best ways it can be applied in education. It is important to determine if technology can influence in the teaching and learning process in a positive way. Technology and other materials are used according to the educational project that is going to be developed by the teacher. On the other hand, the tools such as videos, video conferences, music, Internet, etc. that are going to be used during the class will facilitate the work of the teacher.

Some tools are applied according to the content of the course, the abilities of the teacher, and the objectives and competences to be targeted. Technology has many benefits in relation to communication and information. These two techniques have begun to dominate the new approach to teaching and learning and put increasing emphasis on active learning.

The Flipped Classroom is also called the “inverted class” because students are exposed to the material outside of class. Also, they can engage in activities such as problem solving, discussion and analysis. On the other hand, Blended Learning is a combination of face-to-face interaction and online interaction, which permits students to work through technology.



5.2 Summary. Student survey

The results show that students are not improving in their English education because teachers continue to use traditional method and students do not understand the class. This is a problem for teachers because they cannot adequately attract the attention of students and when they want to advance in the subject, the students lose interest in the material.

Through these surveys, students express their ideas about their English education, indicating that they do not agree with the teachers' methods because, according to the students surveyed, teachers use only the book or flipcharts. Students think that teachers should change their teaching methods, which would allow students to participate more and interact with their classmates.

70% of the students are unsatisfied with the English subject and they said that it is boring. For this reason they do not feel encouraged to learn the language.

However, 30% like the subject, mostly because these students tend to take English courses in private institutions.

5.3 Summary – Teachers Interview

On the other hand, teachers are unhappy with the quality of the equipment. They want to change their teaching and learning methods in order to help students to improve their knowledge about the new language. The teachers also say that they regularly take courses to learn more about the function of the technology in education.

As we can see, teachers do not feel motivated to be creative in their teaching because of the damaged tools that exist in the high school. For example, they have a lab, but some computers are out of order and for that reason, not all students can work in class. Also, on several occasions the school's projectors have proven obsolete.

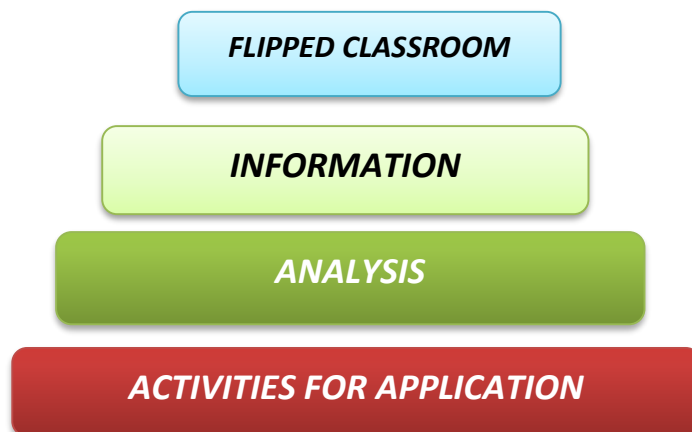
The teachers try to do their best to continue with their classes through the use of the books, some informative material, flash cards, etc.

5.4 Best method: Blended Learning and Flipped Classroom

A brief analysis of the Blended Learning and Flipped Classroom approaches shows that each method has a different function in the teaching and learning process, but that they can be used side-by-side according to the knowledge and capacity of the students.

The next chart shows the process of the Flipped Classroom in the education.

Chart 13



STUDENTS COMPREHENSION

ADQUISITION KNOWLEDGE

Flipped Classroom covers all that a class needs for teaching, and for this reason teachers constantly check in on what the students are doing during the class because the students are exposed to new material outside of class, rather than inside. As you can see in the chart the system of this method begins with the evaluation and finishes with the knowledge completing the process of teaching and learning approach.

On the contrary, this chart shows the Blended Learning process.

BLENDED LEARNING

INFORMATION

ANALYSIS

INVESTIGATION

COMPREHENSION

KNOWLEDGE



Blended Learning is a form of education that puts online learning into practice. This method is guided by the teacher, who engages the learner with pre-work and interaction. It starts with evaluation guided by the teacher and culminates with the comprehension and knowledge acquired by each student.

5.5 Best method: FLIPPED CLASSROOM

Both Blended Learning and Flipped Classroom are pedagogical models that use technology to enhance active learning and student engagement inside and outside the classroom. But the most notorious difference between them is the frequency of face time.

To finish with the investigation, it is important to note that both models permit teachers to add new materials for the class without reducing other components that can be important for the teaching - learning process. Another important challenge is motivating students to complete activities outside of class time, for example an online discussion or a video assignment.

Basing this investigation in the interviews and surveys, we can conclude that it is important to have direct contact with students so that teachers can control their materials and the knowledge of students. Flipped Classroom is a good way to control and improve the class using different techniques and tools that allow students to participate and have genuine contact with the English language.



As we know, Blended Learning gives students more liberty to relate with the information, and for this reason this method can be used in universities as a method for teaching and learning process. In this case, high school students need a method where they can work best with the guide of the teacher.

Teacher's interview to find what of these two methods is the best for students from these ages.

- 1. If you had to choose between the Blended Learning and Flipped Classroom methods to use for your classes as a teaching method, which would you choose?**

Teacher n1

This teacher prefers Flipped Classroom because she can check the students' work and evaluate their knowledge.

Teacher n2

For this teacher, Flipped Classroom is superior because it permits the teacher to use different tools technologies.

Teacher n3

Teacher 3 states that it is important for teachers to instruct according to the students' necessities and realities because if new materials can be created and get that students understand the class, it is possible to continue



using this method. In this case, this teacher prefers the Flipped Classroom method.

In this case, according to the survey and interviews, the best method for this age of students is Flipped Classroom. This is because these teachers have expressed that they enjoy having their pupils work during the class with the teacher, then reinforce their knowledge for the next class at home.

As a conclusion it is very important to mention that Flipped Classroom is an innovate method used in different developed countries around the world because it is an excellent tool for students and teachers and will be a good idea if in Ecuador this method frequently could be used.



CHAPTER VI

6.1 CONCLUSIONS AND RECOMMENDATIONS

6.1.1 CONCLUSIONS

The following conclusions have been written according to this research carried out in our project.

This project, based in a qualitative-quantitative investigation with the analysis of the information obtained from the teachers and students, shows that the communication and activities used through technology (such as internet, videos, etc.) can have an effective result to reinforce students' knowledge in the English language.

According to the studies carried out by the teacher, the students could develop their speaking, reading, and writing skills.

The students surveyed were not confident enough to communicate with the teacher about the things that they do not understand. This is because the students do not have a strong relationship with the English language; thus, their interest is low and they do not wish to learn.



The teachers must be creative to encourage the students to be interested in the English language.

Teachers do not show interest in using technological resources to carry out their role as an English teacher.

The traditional methods used by teachers promote the same environment that makes classes boring for students.

6.2 RECOMMENDATIONS

Today's teachers must encourage teachers to venture toward learning new methods of teaching to communicate the subject to their students in a creative way to get better results.

The teacher must use different tools and environments to make students feel more relaxed and confident with the target language.

Teachers should do everything possible to maintain the attention of the students during the class; a good option could be using technology.

It is important to find activities in which students can participate and feel truly motivated to learn a foreign language, so that teachers and students alike can enjoy the class.



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APPENDIX



APPENDIX 1

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: _____

CURSO: _____

2. *¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.*

3. *¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.*

4. *¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.*

5. *¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.*

Reading (Lectura) _____

Writing (Escritura) _____

Listening (Escuchar) _____

Speaking (Hablar) _____



—

—

6. *¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc.)?*

—

—

7. *¿Te gusta el libro con el que trabaja el profesor, explique porqué?*

—

—

8. *¿Cuántas horas a la semana prácticas el inglés en casa?*

—

—

9. *¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.*

—

—

10. *¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?*



11. *¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?*

12. *¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?*



APPENDIX 2

PREGUNTAS PARA LA ENTREVISTA A PROFESORES DE LA INSTITUCIÓN “HERLINDA TORAL”

- 1.- Usted considera importante utilizar las tics para la enseñanza de los estudiantes
- 2.- El nivel de tecnología en su institución educativa es alto, medio o bajo
- 3.- Desde su experiencia considera que la tecnología propicia un mejor rendimiento académico.
- 4.- Usted considera que los docentes de la institución educativa tienen una buena capacitación frente al uso de las tics
- 5.- Cree usted que es importante mandar material al estudiante para prepararle para su próxima clase.
- 6.- Cuando el material es enviado a casa como tarea, cree usted que el estudiante se prepara lo suficiente para exponer su trabajo.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Rafael Urísquez

CURSO: 1^{ro} A. BI

- 1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si, porque es algo nuevo para mi

- 2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

No, son muy aburridas y algo
aburridas.

- 3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas?

Escriba Si o No y explique porqué.

No, porque quien enseña no los realiza
con entusiasmo, alegría.

- 4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura) ☐
Writing (Escritura) ☐
Listening (Escuchar) ☐
Speaking (Hablar) ☒

Al hablar podemos pronunciar mejor y
aprender más rápido

- 5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

No, el material dado carece de la suficiente
información que yo necesito.

6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No, por que no entiendo nada.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

Una hora diaria.

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No son suficientes porque en algunos casos la clase no acaba y obligatoriamente se tiene que terminar por falta de tiempo.

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Más dialogo en ingles entre todos, pero que el profesor sepa apreciar el esfuerzo.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Si, tutoriales y juegos.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Patricia Orbe

CURSO: 1^{er} "A" Pre BI

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si, porque es una materia muy didáctica e interesante.

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

No, porque asea sólo nos dan hojas para responder y además no hay comprensión entre el alumno y el maestro.

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.

No, porque no son tan interesantes y no llaman la atención.

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura) X
Writing (Escritura) _____
Listening (Escuchar) _____
Speaking (Hablar) _____

Porque sólo así logre una mejor vocalización en este idioma.

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Bueno no tanto porque asea no son algo llamativos

6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No me gusta porque no entiendo nada.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

Buena la mayoría de veces, pero más la practico con música.

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No, porque son muy pocas, para lograr el aprendizaje que quiero obtener.

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si ya que los que me dan son cansados y aburridos.

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Por ejemplo más dinámica con la docente que haya comprensión y que nos enseñen con lecturas y música.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Si la verdad si, pero no me ha ayudado en nada fue en youtube.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Daniela Yumbra

CURSO: 1ªA de Contabilidad

- 1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si, porque la forma en la que se pronuncia es muy bonita y muy interesante de aprenderla.

- 2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

Si, porque nuestra licenciada explica de una manera única, super activa y nos hace aprender muy bien.

- 3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas?

Escriba Si o No y explique porqué.

Si, porque me ayuda a hacer funcionar muy bien mi inteligencia.

- 4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura)	<u>X</u>
Writing (Escritura)	<u>X</u>
Listening (Escuchar)	<u>X</u>
Speaking (Hablar)	<u>X</u>

Porque a leer nos puede facilitar al hablar y hasta escribir nos ayuda a saber que significa y todo. y también al escuchar nos facilita el habla la pronunciación.

- 5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Si, porque es una manera muy inteligente, muy organizada de hacernos aprender el inglés.



- 6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No mucho porque esta algo complicado

- 7) ¿Cuántas horas a la semana practicas el inglés en casa?

Solamente una hora diaria en el mismo colegio.

- 8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No mucho porque es muy poco tiempo solo 35 minutos.

- 9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si, como de salir a ver exposiciones en inglés también sería interesante una comunicación con los extranjeros.

- 10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Ver videos, hablar con extranjeros y eso

- 11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

No, nunca.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Jonathan JARA

CURSO: 1^{ra} Contabilidad

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

No me gusta el inglés porque no se entiende nada de lo que dicen.

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

Si porque así aprendemos más.

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.

Si porque así dan otros materiales extra para nuestro aprendizaje.

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura) _____

Writing (Escritura) _____

Listening (Escuchar) _____

Speaking (Hablar) x _____

Porque así podemos aprender más.

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Si estoy satisfecho.



6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

Sí porque el libro es muy interesante.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

No practico el inglés en casa.

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

Sí porque tenemos todos los días y es más que suficiente para nuestro aprendizaje.

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Sí me gustaría.

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Me gustaría que veamos una película.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

No he utilizado ninguna pag de internet.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Sofia Uniansaca

CURSO: 1^a A^a pre-IB

- 1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.
No, porque no entiendo y se me dificulta mucho
- 2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.
Algunas son rutinarias
- 3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.
Algunas porque me gustaría que fueran mucho mas interactivas y diferentes
- 4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.
Reading (Lectura) _____
Writing (Escritura) _____
Listening (Escuchar) X _____
Speaking (Hablar) _____
Porque así puedo aprender mucho mas la pronunciación y como hablar ingles
- 5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?
Recibimos mucho mas material didactico en persona



6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

Si, porque nos invita a leer libros y a presentar proyectos en ingles

7) ¿Cuántas horas a la semana practicas el inglés en casa?

Cinco horas a la semana

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No, porque debería concentrarse y darse un poco mas de horas para poder reforzarnos

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Interactuar mucho mas hablando ingles, viendo pelicolas y escuchar y cantar musica en ingles

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Si, el traductor y paginas para ver los verbos.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Sebastián Samba

CURSO: 1º "A" Pre IB

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si, porque es muy necesaria ya que el ingles en estos momentos es el idioma de la Globalización

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

Si son interactivas ya que nuestras clases de ingles son muy ingeniosas y muchas veces trabajamos interactivamente

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.

Si ya que mediante clases interactivas se aprende mucho mejor pero aun asi en algunas clases no se llega a comprender totalmente

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura)

Writting (Escritura)

Listening (Escuchar) x

Speaking (Hablar) x

Estas 2 son las más importantes de todas ya que mediante (la se escucha y se habla se aprende mejor

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

No porque algunas paginas web o clases online no explican totalmente bien algunas temas

- 6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No me gusta, ya que el libro no explica muy bien ade-
mas mezcla muchas cosas a la vez en vez de tratar tema por
tema

- 7) ¿Cuántas horas a la semana practicas el inglés en casa?

5 horas a la semana

- 8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No por que por ejemplo en una clase no se capta muy
bien el tema

- 9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si me gustaria mucho

- 10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Me gustaria mas speaking y listening que esto se
aplicara en todas las clases

- 11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Mucha paginas de internet especialmente en Youtube

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Paola Alvarado Ugilez

CURSO: 1^{er} "A" IB

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

No tanto, tal vez sea por el maestro, su carácter y la forma de trabajar.

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

Sí, muchas veces la maestra presenta música, papelográfos y en parte es divertido.

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas?

Escriba Si o No y explique porqué.

No debería haber mas "speaking" o probablemente si fuera posible interactuar con nativos de la lengua.

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura) _____
Writting (Escritura) _____
Listening (Escuchar) x
Speaking (Hablar) x

Por que me parece es una parte clave para el correcto aprendizaje así nos equívocamos en la pronunciación. Y el "listening" me encanta ya que podemos aprender con música.

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Muchas de las veces no tengo satisfacción, la maestra suele traer demasiados hojas y suele hacer que nosotros solos respondamos casi todo el cuestionario, algunas ocasiones esto es cansado, y poco creativo.

6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No, por que el libro tiene algunas traves y hasta nos puede confundir, pero no es culpa de la maestro.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

En todo momento, por que escucho música en inglés a diario y el rock es una buena opción.

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

Si, ya que tenemos una a 2 horas por día (6 por semana).

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si, seria interesante.

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Videos, películas, música.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Hasta ahora no tengo una en específica, pero son varias paginas.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Dayana Rodriguez

CURSO: Primero "A" Pre IB

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si, porque me gusta aprender nuevos idiomas.

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

No, por que la maestra es demasiada estricta con las clases y son solo teoría, nada interactivas

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.

Si y no ya que a veces explica bien pero hay veces en las que no explica bien y envia deber y no entiendo

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura)	<u>x</u>
Writing (Escritura)	<u>x</u>
Listening (Escuchar)	<u>x</u>
Speaking (Hablar)	<u>x</u>

Los 4 son muy buenos ya que el reading y writing nos enseña a tener una mejor escritura y el listening y speaking una mejor pronunciación

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

No, ya que no es suficiente para tener un buen aprendizaje.

6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No, porque vienen temas mezclados y es imposible aprender así.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

Ses horas a la semana

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

No, por que no se logra aprender bien con 35 min al día y la profesora no explica bien, yo aprendo de una mejor manera asistiendo al Abraham Lincoln.

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si, me gustaría una clase mas divertida, mas interactiva ya que son demasiado aburridas.

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Un poca mas de trabajo grupal o que nos enseñe de una manera positiva.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Si, elvisitado varios páginas y el curso de inglés al que asisto.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: María Paz Arcentales López

CURSO: 1^o "B" Pre-IB (Ciencias)

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

Si porque esto me ayudara a obtener mayores oportunidades mas adelante y se me facilitara comunicarme con otras personas del mundo

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

No porque solo hacemos actividades en hojas y nada más

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas?

Escriba Si o No y explique porqué.

No porque deberían ser mas creativas y mas interactivas para no aburrirse

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura)

Writing (Escritura)

Listening (Escuchar) X

Speaking (Hablar)

Porque escuchando se aprende mejor y tambien como se pronuncia.

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Si esto y satisfecho porque eso tambien nos ayuda a practicar mas y así aprendemos.

6) ¿Te gusta el libro con el que trabaja el profesor, explique porqué?

No porque tiene muchas equivocaciones y da a pequeños rasgos la materia que deberíamos saber bien.

7) ¿Cuántas horas a la semana practicas el inglés en casa?

Aproximadamente 3 horas

8) ¿Consideras que la cantidad de horas que recibes clases de inglés a la semana son suficientes para tu aprendizaje? Explique porque.

Si creo que son suficientes ya que todos los días tenemos clases de Inglés.

9) ¿Te gustaría explorar nuevos métodos de trabajo con tu profesor?

Si me gustaría conocer mas métodos de trabajo.

10) ¿Qué tipo de actividades te gustaría que se aplicara para tu aprendizaje?

Me gustaría que haya videos, audios para así aprender mejor.

11) ¿Alguna vez has utilizado la tecnología para aprender Inglés? ¿Qué página de internet has utilizado para tu aprendizaje?

Si he utilizado la tecnología. He utilizado diversas paginas que hay internet.

ENCUESTA SOBRE EL APRENDIZAJE DE LA MATERIA INGLÉS

COLEGIO NACIONAL TECNICO "HERLINDA TORAL"

NOMBRE: Pamela Pilla.

CURSO: 1ro "A" BI

1) ¿Te gusta la materia de inglés? Escriba Si o No y explique porqué.

No, porque no puedo expresarme y siento impotencia.

2) ¿Crees que las clases son interactivas? Escriba Si o No y explique porqué.

No, solo manda ejercicios para resolver.

3) ¿Crees que las actividades realizadas para tu aprendizaje son las adecuadas? Escriba Si o No y explique porqué.

No, creo que hay mejores actividades que solo realizar oraciones que se hacen mecánicas.

4) ¿Qué actividad te gustaría trabajar más en clase? Señale y explique porqué.

Reading (Lectura)
Writing (Escritura) x
Listening (Escuchar)
Speaking (Hablar) x

Porque no igual a la pronunciación, para mejorar la pronunciación.

5) ¿Estas satisfecho con el material que recibes en clase y online (email, páginas de internet, etc)?

Si, me ayuda mucho el internet y sus páginas de ayuda.



Cuenca, 06 de Abril del 2016

Sra. Doctora
Beatriz Luna
RECTORA DEL COLEGIO NACIONAL TECNICO HERLINDA TORAL
Ciudad

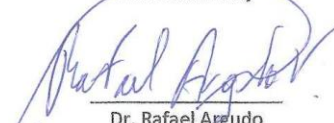
De mis consideraciones:

Por medio de la presente solicito a Usted, de la manera más comedida, permita que las señoritas Paola Cristina Bermejo Campos y Mayra Susana Ávila Iñiguez, estudiantes de la Carrera de Lengua y Literatura Inglesa de la Facultad de Filosofía de la Universidad de Cuenca, les autorice realizar un proyecto lo cual consta en la realización de encuestas a los estudiantes del décimo año de educación básica y entrevistas a los profesores de la Materia Ingles. Previo al desarrollo de la monografía para la obtención de la Licenciatura en Lengua y Literatura Inglesa, en la sección matutina en el establecimiento educativo que usted acertadamente dirige.

Quiero informarle que dicho proyecto constituye un requisito para la obtención de la Licenciatura, por lo que las estudiantes las realizaran con mucha dedicación y esmero, contando con la coordinación respectiva del Profesor de Inglés de la institución.

Por la favorable acogida que sabrá dar a la misma le anticipo mi agradecimiento sin antes reiterarle mi consideración y estima.

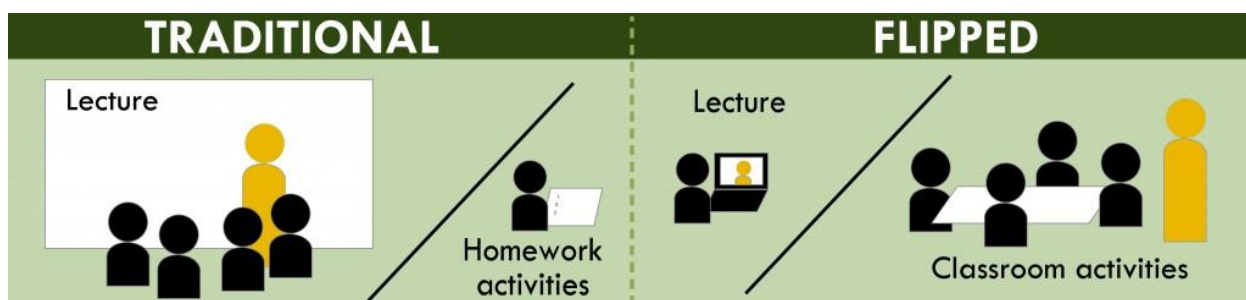
Atentamente,


Dr. Rafael Argudo
DIRECTOR DE LA CARRERA DE LENGUA Y LITERATURA INGLES



APPENDIX 3

FLIPPED CLASSROOM



WHAT IS FLIPPING?

“Flipping the classroom is a “pedagogy-first” approach to teaching. In this approach in-class time is “re-purposed” for inquiry, application and assessment in order to better meet the needs of the individual learners. Students gain control of the learning process through studying course material outside of class, using readings, pre-recorded video lectures, or research assignments. During class time, instructors become facilitators of the learning process by helping students work through problems individually and in groups. There are numerous ways to flip your class. In fact, “every teacher who has chosen to flip does so differently.”

WHY TO FLIP?

“Also known as “inverting” a classroom, this approach seeks to preserve the value of lecture (expertise and custom delivery), while freeing up precious in-person class time for active learning strategies. The main goal in flipping a class is to



cultivate deeper, richer active learning experiences for students when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems, and may include collaborative learning, case-based learning, peer instruction and problem sets.”

www.flipaclass.com









